

**Ninth Grade Writing
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	9.W.1.1 Students are able to analyze speaker, audience, and purpose when planning, writing, and revising various essays. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • modify tone to fit purpose and audience (for example: descriptive, narrative, expository, and persuasive writing).

Indicator 2: Students are able to use various strategies and techniques to improve writing quality.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	9.W.2.1 Students are able to use language and visuals to enhance characterization, plot development, and reader response. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • select words for their sensory qualities; • compose sentences containing words with negative, neutral, and positive connotations.

Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	9.W.3.1 Students are able to demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • distinguish between clearly written sentences and sentences that contain errors in expression or construction; • understand sentence construction and standard English usage (for example: parallelism, subordination, modifier placement, subject/verb agreement, consistency of verb tense).

**Ninth Grade Writing
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Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	9.W.4.1 Students are able to present information and ideas from primary and secondary sources accurately and clearly. <i>To meet this standard students may:</i> <ul style="list-style-type: none">• conduct interviews for a specific purpose;• summarize information from text(s);• document sources accurately;• cite sources using both direct and indirect quotations.

**Ninth Grade Writing
Performance Descriptors**

Advanced	<p>Ninth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • produce and evaluate essays with a variety of speakers, audiences, and purposes; • compose and analyze creative and expository text; • use language and visuals that enhance characterization, plot development, and reader response; • develop essays that demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax; • analyze information and ideas from primary and secondary sources for accuracy and clarity; • use sources that are relevant to support themes when writing.
Proficient	<p>Ninth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • analyze speaker, audience, and purpose when planning, writing, and editing various essays; • compose creative and expository text; • use language and visuals to enhance characterization, plot development, and reader response; • demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax; • present information and ideas from primary and secondary sources accurately and clearly.
Basic	<p>Ninth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • consider speaker, audience, and purpose when planning various essays; • compose creative and expository text; • recognize language and visuals that enhance characterization, plot development, and reader response; • identify proper English usage and grammar, paragraph and sentence structure, diction, and syntax; • locate information and ideas from primary and secondary sources.

**Ninth Grade Writing
ELL Performance Descriptors**

Proficient	<p>Ninth grade ELL students performing at the proficient level:</p> <ul style="list-style-type: none"> • demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax; • use technology as a research tool; • listen to or read a fairy tale and analyze orally and in writing about change in a character from beginning to end of a story; • obtain, complete, and process application forms such as driver's license; • present information and ideas from primary and secondary sources accurately and clearly.
Intermediate	<p>Ninth grade ELL students performing at the intermediate level:</p> <ul style="list-style-type: none"> • listen to, read, watch and respond in writing to plays, films, stories, books, songs, poems, computer programs and magazines; • share a favorite family recipe; • write and edit a letter written to a pen pal; • use written sources to discover or check information; • use a variety of strategies and activities for finding and developing ideas about which to write.
Basic	<p>Ninth grade ELL students performing at the basic level:</p> <ul style="list-style-type: none"> • apply personal experiences to writing; • write a journal entry or respond in writing to a classroom interaction; • take notes from an oral presentation, film, or written text; • write a paragraph summary from a video or news account of a current event.
Emergent	<p>Ninth grade ELL students performing at the emergent level:</p> <ul style="list-style-type: none"> • trace symbols, letters and words; • use various technologies to copy symbols, letters, words, sentences, and paragraphs from prompts; • use videos, DVDs, CDs, or tapes to enhance understanding and apply to writing experience; • keep a homework pad based on teacher/peer modeling; • imitate writing from others in different situations and settings; • use listening and viewing to assist with writing; • understand and write upper and lower case letters as appropriate; • label pictures.
Pre-emergent	<p>Ninth grade ELL students performing at the pre-emergent level:</p> <ul style="list-style-type: none"> • do not understand or produce enough written language to perform in English.

**Tenth Grade Writing
Grade Standards, Supporting Skills and Examples**

Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Synthesis)	10.W.1.1 Students are able to develop and analyze literary, personal, and technical writings to inform, explain, analyze, persuade, and entertain. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> create and organize various original texts (for example: short stories, autobiography, letter to the editor, how-to essay, journal).
(Application)	10.W.1.2 Students are able to write business correspondence acceptable for workplace or academic settings. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> demonstrate use of appropriate style and form for business and academic correspondence (for example: resume, letter, job application, college application).
(Application)	10.W.1.3 Students are able to conform to appropriate formats in writing. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> recognize standard forms in written expression (for example: memorandums, poetry, reports, summaries).

Indicator 2: Students are able to use various strategies and techniques to improve writing quality.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	10.W.2.1 Students are able to demonstrate the use of literary elements and aesthetic qualities when revising and improving writing. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> use point of view, characterization, and irony (for example: write the same story from two different points of view, describe an unpleasant task as if it were thrilling).

**Tenth Grade Writing
Grade Standards, Supporting Skills and Examples**

Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Synthesis)	10.W.3.1 Students are able to create works that use precise language and technical or professional vocabulary to communicate ideas clearly and concisely. <i>To meet this standard students may:</i> <ul style="list-style-type: none">• distinguish between abstract and concrete diction;• create documents that appropriately use formal and informal style (for example: how-to manuals or essays, descriptive essays, brochures, résumés).

Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	10.W.4.1 Students are able to use accurate and detailed references to support key ideas and viewpoints. <i>To meet this standard students may:</i> <ul style="list-style-type: none">• locate information and ideas from primary and secondary sources;• select and analyze information that supports or refutes a position.

**Tenth Grade Writing
Performance Descriptors**

Advanced	<p>Tenth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • categorize literary, personal, and technical writings to inform, explain, analyze, persuade, and entertain; • select appropriate formats and produce writing acceptable in the workplace and academic settings; • develop extended essays and creative works that use the elements of point of view, characterization, and irony for specific rhetorical and aesthetic purposes; • create, evaluate, and self-correct essays for use of precise language and technical vocabulary to communicate ideas clearly and concisely; • select accurate and detailed references to the text or other works which best support key ideas and viewpoints.
Proficient	<p>Tenth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • develop and analyze literary, personal, and technical writings to inform, explain, analyze, persuade, and entertain; • conform to appropriate formats in writing; • produce business correspondence acceptable in the workplace and academic settings; • demonstrate the use of elements such as point of view, characterization, and irony for specific rhetorical and aesthetic purposes; • create essays that use precise language and technical vocabulary to communicate ideas clearly and concisely; • use accurate and detailed references to the text or other works to support key ideas and viewpoints.
Basic	<p>Tenth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • develop literary, personal, and technical writings to inform, explain, persuade, and describe; • identify appropriate formats in writing; • produce writing acceptable in the workplace and academic settings; • illustrate the use of elements such as point of view and characterization; • identify language and technical vocabulary that communicates ideas clearly and concisely; • use references to the text to support key ideas and viewpoints.

**Tenth Grade Writing
ELL Student Performance Descriptors**

Proficient	Tenth grade ELL students performing at the proficient level: <ul style="list-style-type: none"> • write to inform, explain, analyze, persuade, and entertain, including short stories, autobiography, or journals; • demonstrate appropriate style and form for business and academic correspondence.
Intermediate	Tenth grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> • use accurate and detailed references to the text or other works to support key ideas and viewpoints; • use a variety of techniques to brainstorm, draft, revise, edit, and publish writing; • utilize graphic organizing techniques in writing experience.
Basic	Tenth grade ELL students performing at the basic level: <ul style="list-style-type: none"> • write collaboratively and independently; • research and write to connect information on an academic topic from multiple sources; • locate and apply reference material to writing.
Emergent	Tenth grade ELL students performing at the emergent level: <ul style="list-style-type: none"> • trace symbols, letters and words; • use various technologies to copy symbols, letters, words, sentences, and paragraphs from prompts; • use videos, DVDs, CDs, or tapes to enhance understanding and apply to writing experience; • keep a homework pad based on teacher/peer modeling; • imitate writing from others in different situations and settings; • use listening and viewing to assist with writing; • understand and write upper and lower case letters as appropriate; • label pictures; • locate reference materials to assist in writing.
Pre-emergent	Tenth grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • do not understand or produce enough written language to perform in English.

Eleventh Grade Writing Grade Standards, Supporting Skills and Examples

Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	11.W.1.1 Students are able to make appropriate choices regarding voice, vocabulary, organization, and level of detail based upon audience, purpose, and content. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> demonstrate a knowledge of analytical traits of writing (for example: purpose, audience, ideas and content, organization, word choice, voice, sentence fluency, conventions, presentation).
(Synthesis)	11.W.1.2 Students are able to revise for ideas, paragraph structure, sentence structure, and word choice. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> critique prose for logic, clarity, support, and completeness; identify weaknesses in sentence and paragraph structure; identify ineffective word choice and suggest improvements.

Indicator 2: Students are able to use various strategies and techniques to improve writing quality.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	11.W.2.1 Students are able to analyze the structure of various texts to revise and improve writing. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> model use of parallel structure for emphasis; model various rhetorical patterns (for example: propaganda, straw man arguments); write a short story following traditional narrative structure (for example: exposition, rising action, climax, falling action, resolution).

**Eleventh Grade Writing
Grade Standards, Supporting Skills and Examples**

Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	11.W.3.1 Students are able to use sentence structure correctly and appropriately for audience and purpose. <i>To meet this standard students may:</i> <ul style="list-style-type: none">• analyze audience and purpose in writing (for example: process vs. argumentative essays, letter to employer vs. letter to the editor);• manipulate punctuation for emphasis and stylistic effect.

Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Synthesis)	11.W.4.1 Students are able to organize and link related information from multiple sources. <i>To meet this standard students may:</i> <ul style="list-style-type: none">• arrange information from a variety of sources to present a reasoned argument;• use transitions effectively;• write responses that analyze the use of imagery, universal theme, and unique perspectives or aspects.

**Eleventh Grade Writing
Performance Descriptors**

Advanced	<p>Eleventh grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • compose essays using voice, vocabulary, organization, and level of detail appropriate to audience, purpose, and context; • critique and revise writing for ideas, paragraph structure, sentence structure, and word choice; • analyze and model the structure or organizational patterns of various texts in their own writing; • determine whether clauses, phrases, and sentence structures have been used correctly and appropriately in their own writing; • compare and evaluate information from multiple sources; • write responses that analyze and critique the use of imagery, universal theme, and/or unique perspectives/aspects of text.
Proficient	<p>Eleventh grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • make choices regarding voice, vocabulary, organization, and level of detail appropriate to audience, purpose, and context; • revise for ideas, paragraph structure, sentence structure, and word choice; • analyze the structure or organizational patterns of various texts; • use clauses, phrases, and sentence structure correctly and appropriately; • organize and link related information from multiple sources.
Basic	<p>Eleventh grade students performing at the basic level:</p> <ul style="list-style-type: none"> • use voice, vocabulary, organization, and level of detail appropriate to audience, purpose, and context; • revise paragraphs for structure, ideas, sentence structure, and word choice; • produce texts that have a variety of structures and organizational patterns; • give examples of correctly written clauses, phrases, and sentence structure; • select related information from multiple sources.

**Eleventh Grade Writing
ELL Performance Descriptors**

Proficient	Eleventh grade ELL students performing at the proficient level: <ul style="list-style-type: none"> • make appropriate choices regarding voice, vocabulary, organization, and level of detail based upon audience, purpose, and context; • use clauses, phrases, and sentence structure correctly and appropriately; • organize and link related information from multiple sources; • write responses that analyze the use of imagery in text.
Intermediate	Eleventh grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> • write to compare the book and film version of a story; • react to peers' work on a journal entry; • write technical materials that include specific details, such as instructions for playing a game, or a math concept/procedure in a learning log.
Basic	Eleventh grade ELL students performing at the basic level: <ul style="list-style-type: none"> • summarize key concepts of a film or teacher presentation; • arrange information from an historical text on a graphic organizer; • take notes to organize research or to record key points of an oral presentation.
Emergent	Eleventh grade ELL students performing at the emergent level: <ul style="list-style-type: none"> • trace symbols, letters and words; • use various technologies to copy symbols, letters, words, sentences, and paragraphs from prompts; • use videos, DVDs, CDs, or tapes to enhance understanding and apply to writing experience; • work cooperatively in the round-robin format to create a story; • keep a homework pad based on teacher/peer modeling; • imitate writing from others in different situations and settings; • use listening and viewing to assist with writing; • understand and write upper and lower case letters as appropriate; • label pictures; • locate reference materials to assist in writing.
Pre-emergent	Eleventh grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • do not understand or produce enough written language to perform in English.

Twelfth Grade Writing Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Synthesis)	12.W.1.1 Students are able to create an appropriate document for a specific purpose. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> design and produce a project (for example: PowerPoint, brochure, web page, business letter, résumé, portfolio).

Indicator 2: Students are able to use various strategies and techniques to improve writing quality.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	12.W.2.1 Students are able to improve writing through revision. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> demonstrate sentence-combining techniques; develop the logic of organization and controlling idea; substitute concrete words for vague words.

Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	12.W.3.1 Students are able to use appropriate manuscript requirements. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> create an informational paper (for example: title page, works cited page, in-text citation, direct quotes, paraphrasing); use correctly the elements of MLA or APA styles.

Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	12.W.4.1 Students are able to analyze information from multiple sources for different perspectives. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> paraphrase and correctly document information from a variety of primary and secondary sources; employ note-taking skills and techniques of organization to develop a research paper.

**Twelfth Grade Writing
Performance Descriptors**

Advanced	Twelfth grade students performing at the advanced level: <ul style="list-style-type: none">• create and critique papers using MLA or APA standardized style manuals;• revise and evaluate writing to improve logic of organization and controlling idea, level of detail, style, word choice, and sentence variety;• determine whether appropriate manuscript requirements have been met;• synthesize information from multiple sources;• analyze the different perspectives offered by each medium.
Proficient	Twelfth grade students performing at the proficient level: <ul style="list-style-type: none">• create correctly documented papers using MLA or APA standardized style manuals;• revise writing to improve logic of organization and controlling idea, level of detail, style, word choice, and sentence variety;• use appropriate manuscript requirements;• analyze information from multiple sources for different perspectives.
Basic	Twelfth grade students performing at the basic level: <ul style="list-style-type: none">• use MLA or APA standardized style manuals;• revise writing to improve logic of organization, word choice, and sentence variety;• imitate appropriate manuscript requirements;• use, summarize, and paraphrase information from multiple sources.

**Twelfth Grade Writing
ELL Performance Descriptors**

Proficient	Twelfth grade ELL students performing at the proficient level: <ul style="list-style-type: none"> • use technology as a research tool; • take notes to organize research, write, edit and publish research project; • use appropriate manuscript requirements.
Intermediate	Twelfth grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> • create an informational paper after analyzing information from multiple sources; • employ note-taking skills and techniques in preparing a research paper.
Basic	Twelfth grade ELL students performing at the basic level: <ul style="list-style-type: none"> • write and edit for a variety of purposes such as to persuade, enjoy, entertain, learn, inform, record, respond to reading, and solve problems; • write on self-selected topics in a variety of literary forms; • interpret and explain cartoons, jokes, etc.
Emergent	Twelfth grade ELL students performing at the emergent level: <ul style="list-style-type: none"> • trace symbols, letters and words; • use various technologies to copy symbols, letters, words, sentences, and paragraphs from prompts; • use videos, DVDs, CDs, or tapes to enhance understanding and apply to writing experience; • work cooperatively in the round-robin format to create a story; • keep a homework pad based on teacher/peer modeling; • imitate writing from others in different situations and settings; • use listening and viewing to assist with writing; • understand and write upper and lower case letters as appropriate; • label pictures; • locate reference materials to assist in writing.
Pre-emergent	Twelfth grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • do not understand or produce enough written language to perform in English.